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THE VIRGINIA TEACHER

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JOY ELMER MORGAN

The Crisis in American Life

CHARLES W. CAULKINS

Aims and Values of the CCC

ELIZABETH R. SMART

*Giving Fifth-Graders an Understanding of
the New World*

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AIMS AND VALUES OF THE CIVILIAN CONSERVA- TION CORPS

I. OBJECTIVES

IT is common knowledge that the Civilian Conservation Corps became a reality because of an economic disturbance of sufficient violence to produce a social crisis. Among the various phenomena of the period were thousands of young men, unmarried and unemployed, wandering about the country or congregating in the cities. They were at once an economic and a social liability.

The New Deal, keenly aware of the challenging problem presented by these young men, proposed to convert them from a liability to economic and social assets. The Civilian Conservation Corps, conveniently abbreviated to CCC, defines the plan of conversion.

The first objective was Relief. The men needed work, shelter, food, and clothing. The objective has been realized by building camps in forest areas where the men are provided abundantly with the necessities of life.

By reaching this first objective the social danger involved in the idleness of thousands was reduced to a minimum by segregating the men from the general social body and making a contented life in the camps possible.

We must realize, too, that CCC relief is more far-reaching than the simple care of the men directly involved. The bulk of the men in the CCC are required to be between the ages of 18 and 25, unmarried, but from

a family needing help. That is, the CCC enrollee must be one whose family is listed on the relief rolls of his local community. This spreads the relief administered through the CCC because each man is paid for the work done while in camp at the base rate of \$30 per month, \$25 of which is sent directly to his family. In Virginia the money so released amounted to \$2,493,782 up to July 1, 1934.

The period of enrolment in the CCC is 6 months, with the privilege of re-enrolling for another 6-month period at the expiration of the first enrolment. Thus the relief offered is spread to cover one year.

It is true that not all men are able to secure profitable employment when the year is finished and there is, therefore, some criticism of the policy of compulsory discharge at the completion of one year of service. The answer to the criticism is in the policy of relief "spread." The CCC camps are capable of a maximum occupation of 360,000 men. This number is approximately one-ninth of the men eligible and desiring enrolment. It is certainly sound policy to make any type of relief with public funds available to all who are eligible.

Next to relief, the other great objective of the CCC was the conservation of our forest resources.

On the whole, Americans have not been "forest conscious," except for the few who have seen and taken great personal fortunes by ruthlessly cutting our trees for immediate gain, giving no thought to the future.

However, there have been those in the Federal government who have seen the worth and necessity of forest conservation. The National Forests under the Department of Agriculture, the National Parks

This address was given before students of the State Teachers College in Harrisonburg on October 24, 1934.

under the Department of the Interior, and nearly all State Forests and Parks, have been surveyed; and plans have been developed for conservation. These plans anticipated years of labor and the outlay of millions of dollars. But public support never was adequate for the full operation of the plans.

Then came the present crisis, and a great opportunity. Federal and State forests were in great need of large numbers of men to work in them, and Federal and State governments were faced with a huge surplus of healthy young workers who had to be fed. The CCC camps are the obvious result. It would seem that only total stupidity could have prevented the present program. Future Americans may yet bless the poverty of today for tomorrow's rich forests.

II. THE COST

Every thinking American is interested in the cost of such a program. The magazine, *Fortune*, in a recent issue, placed the cost as between \$900 and \$1000 a year per enrollee, which, although not an official figure, appears to be a fairly accurate calculation. Last June (1934) the cost to that date was stated as \$235,000,000, with the further estimate that the current year (to June 30, 1935) would cost \$185,000,000. These figures total \$420,000,000. Recent press dispatches from Washington gave the cost to date as \$440,000,000. For my purposes this outside figure may be used as a guide.

III. IS IT WORTH IT?

The idea that money spent by the Federal Government will ever be returned to the hard-pressed taxpayer in cash or in any form of dividend seems to be foreign to American thought. Such is the case, however, with the cost of the CCC.

The first returns should be thought of in terms of dollars.

Consider—If the men in the CCC had not been so employed, local charities would

have been to some expense. Whatever that expense would have been, estimated at at least one-fifth of the CCC cost, should be subtracted from the \$440,000,000 cost of the CCC.

Consider—On the basis of recorded losses from forest fires in previous years, an expectancy for a present year may be computed. During the first year of the CCC the expected loss from forest fires was cut 70 per cent. I do not know what that amounts to in dollars, but some one has said that the savings from forest fires alone would pay the bill for the CCC. At any rate the forest fire saving is a considerable sum and should be subtracted from the \$440,000,000 cost.

Consider—The value, at present cost figures, of the roads and trails built, bridges constructed, and telephone lines erected. The value of these things alone has been conservatively placed at \$265,000,000. Subtract that figure from what is left of the \$440,000,000 cost, and the CCC becomes an economic asset to the nation, rather than a liability.

In Virginia alone, up to July 1, 1934, 2,244 miles of road and trail have been built and 314 miles of telephone line erected.

Consider—The future saving in fire losses by reason of quick notification of the location of a fire by telephone, and the quick arrival at the scene of fire-fighting crews by means of the new roads.

Consider—The increased future dividends payable to the American people through larger timber crops, made possible by CCC Timber Stands Improvement work. In Virginia 60,799 acres of forest have been subject to such improvement.

Consider—The enlarged future timber crop through re-forestation, making present barren land profitable.

Consider—But there is not time to dwell upon the value of improved water sheds, or soil erosion prevention, of the control

of tree diseases.

From the economic viewpoint the CCC is worth more than it costs. It will pay handsome dividends to the American people in national wealth.

There are other values in the CCC not definable in terms of money. They are the human values. However important it is to conserve a tree, it is immensely more important to conserve a boy.

His physical body must be conserved. There is a vital relationship between one's social outlook—one's spiritual welfare—and beefsteak. The first step in saving a citizen, or saving a soul, is preserving a healthy body. Large numbers of the CCC men come to the camps underfed and underweight. Once in camp, they are fed abundantly of wholesome food, prepared in palatable fashion, by expert cooks. The average gain in weight for the first year of the CCC was 8 pounds per man.

In addition to food, work and play are necessary to the sound body. All CCC men work 6 hours a day, 5 days a week, in the open air. Weight is thereby transformed to hardened muscles and abounding energy.

And the men play. Each camp sends teams in baseball, football, basketball, and boxing to intercamp contests. Each camp sponsors inter-barrack athletic contests. In Virginia each camp has a program of mass games. Thus weight, muscle, and energy become transformed into the joy of physical living.

To conserve a boy, his morale must be high. So many of these CCC men come to the camps defeated, dispirited, and embittered, that an observer feels he is witnessing the tragedy of the ages. But when these same men leave, it is a different story. Restored physical strength, with the consciousness that they have earned their way the last 12 months, sends them out ready to battle for economic independence. The CCC is not a "glorified dole". These men

work, they earn, they are paid, they are worth all they receive, and they know it—are proud of it. The CCC has given them an opportunity to win back self-confidence and self-respect. That alone is worth more to America than all the dollars involved.

Education and intelligence also shape the whole man. In the Third Corps Area, comprising Pennsylvania, Maryland, and Virginia, we are determined that every CCC enrollee, during the period of one year, shall be raised in intellectual level the equivalent of at least one school grade. To this end every man is offered classes of instruction in reading, writing, English, and arithmetic. In addition each man is required to attend a weekly health lecture and to take the American Red Cross 15-hour Life Saving course, to attend a weekly lecture on some subject of general informational value, and a monthly inspirational talk. Further, instruction is offered in many vocations, and each camp is required to maintain schools in cooking, carpentry, and truck care and driving. A graph of the educational status of the camps would reach its peak at grade 7, the average educational experience being about grade 6. To raise the level of this mass of men intellectually is a major contribution to the life of America.

The complete man is moral and religious. The things that are right or wrong, socially and individually, are clearly taught in the CCC camps. Every 8 or 10 camps have the personal and supervisory services of a Chaplain. Under his leadership religious life is fostered. It is true that roughly one-half of the men are not affiliated with any organized religious group, and they do not bear the outward signs of religious men. But at heart they are religious. The CCC enrollee is building a House of Character in which he shall forever dwell. Such a house cannot be built to withstand the storms of life except on the foundation of

a right attitude toward God. We believe that because of the CCC many men will return to normal life with a better attitude toward God and men. That is religion. Will you put a value on that?

So the CCC aims to relieve distress, to conserve and increase national wealth, to build men. To a remarkable degree it is realizing its aims: 750,000 men have already been in the camps. Another 350,000 are in them now. Welfare agencies indicate another 2,000,000 are eligible and ready for their turn. If the CCC continues, these figures mean a minimum of 3,000,000 men grateful for the chance to work, to grow, to live—3,000,000 men of whom America may well be proud.

CHARLES W. CAULKINS

THE CRISIS IN AMERICAN LIFE; ITS EDUCATIONAL AND SPIRITUAL SIGNIFICANCE

MAY I bring you the greetings and best wishes of the National Education Association? Between it and your great International Council there is much in common. Your general secretary, Dr. Hugh S. Magill, is a product of the public schools and a former school superintendent. He helped in the reorganization of the National Education Association during the war years and was its field secretary during its period of most rapid growth. He is typical of thousands of school men and women whose interest in religious education is as deep and abiding as their interest in general education. His coming to you is an example of that professional cross fertilization which frequently has helped to enrich our American life and to unify our people. The school and the church have a common faith in the improvable of man and a common purpose

An address before the International Council of Religious Education, Chicago, Ill., February 15, 1934.

to lift humanity to a higher and a finer life. It is one of the encouraging signs that people working in church and school are finding ways of making their organizations more effective. Within two decades the active membership of the National Education Association has multiplied itself twenty-fold until it now includes nearly 200,000 of the best teachers of the nation, representing every branch of the profession, and every section of the country. There has been more improvement in the quality of the teaching staff in the public schools of America during the past ten years than in the entire history of the schools up to that time.

The American public school from kindergarten through college and university is the most stupendous application of the Christian doctrine of equality of opportunity that has been made in this or any other age. It is our best example of high social purpose and of efficient and far-sighted administration. Visualize in round numbers a mighty army of thirty million young people working together day after day with their gifted teachers in a common effort to improve their lives—24,000,000 in elementary schools, 5,000,000 in high schools, and a million in colleges. Thirty million youth learning to be punctual and regular, learning to work together and to play together, learning how to discipline their minds and spirits, learning how to dream, to do, and to be.

May I quote from the *Foreword* of the Tenth Yearbook of the Department of Superintendence of the National Education Association:

The great fundamental principles of religious living are in the very life of our public schools. In fact, it may be argued that our public schools constitute the most gigantic, organized application of these principles the world has ever known. . . . The program of public education . . . is addressed to the spiritual enrichment of the multitude, of the meek and lowly, as well as the exalted and the mighty. . . . "Suffer little children to come unto me and forbid them not, for of such is the kingdom of heaven" reveals an attitude toward child life

now being applied throughout the schools. No greater religious thought was ever presented than that of respect for personality, and no organization comparable in scope to the public school system has ever so thoroughly accepted it as a working principle as have the public schools of our country at this hour.

The attitude of reverence toward a Supreme Being grows naturally in the real study of science, literature, music, art, and the general sweep of human affairs, as revealed most pointedly in the social studies. Only when teaching is based upon the insight from which this attitude grows is its real teaching.

We do not mean by this that the schools are perfect or that they always remain true to the great ideals that led to their founding. They have their weaknesses and their failures. They are part of a larger social order and reflect the conditions which surround them. But they are a tower of strength and combined with home and church have helped to maintain such security as we now enjoy.

The Crisis in American Life is a part of a world crisis and the headlines in the daily newspapers give no assurance of improving conditions. There appear to be two major trends which are worldwide. On the one hand we have the proletariat eager for a larger place in the sun, for a greater security and freedom, and for a better share of the comforts of the machine age. On the other hand we have an increasing concentration and control operating through corporate groups so huge that they quite overshadow the political state and threaten to destroy the age-old institutions of mankind. Behind Mussolini and Hitler and the war party in Japan are the corporations. A single American corporation controls more wealth than the assessed valuation of twenty-one states. The corporate form of organization has gone wild in America. It has tended to destroy individual responsibility and community well-being. The development of the relatively unregulated American corporation—reenforced by laws, courts, and police—constitutes the greatest interference with individual liberty and opportunity in the history of our nation. No

wonder the people are confused. The political state which they had come to understand has been largely replaced by this new corporate order which is still strange and new.

We are today so surrounded by financial loss and the fear of loss; so oppressed by the brutalities of industrial planlessness; so misinformed or uninformed by a system of press, radio, and movie largely dominated by industrial overlords; so startled by the millions in the breadlines and the vast hordes of unemployed; so angered by the betrayal of trust in high places, that our attention has not yet come to focus upon the primary elements of the situation and the steps necessary to restore order and set us on the path of promise.

What is the crisis in American life? May I begin with this thesis: That America is possessed of great natural resources; that she is not menaced by external foes; that she is not suffering from great flood or famine or drouth or earthquake. Obviously our difficulties are within ourselves. In a country blessed with great natural advantages, plus the resources of science and technology, we should be able to reduce the bread-and-butter activities of life to the minor phase. Yet we have allowed the bread-and-butter activities to become and remain the major phase—the dominating and controlling phase of our civilization both in the field of ideas and of action. The dominating force in business, industry, and politics today is not primarily spiritual or cultural in the rich and broad sense but primarily economic in the narrow and commercial sense, and this at the very time in history when the cultural and spiritual forces should move forward into a new advance.

Having stated this thesis may I go on to an analysis of present conditions as I see them?

First, I suggest that the prevailing conceptions of the cause of the present break-

down in American civilization do not go to the roots of the matter. There seems to me to be a prevailing opinion that we have been brought to our present plight through dishonesty and corruption in politics, business, and industry. There has been corruption enough but I believe the real cause lies deeper, that the real breakdown is a failure not of men but of the system itself in the light of the new conditions of production and distribution that have developed in this scientific power age.

The new types of scientific management and power production which are now getting under way are doing two things: First, they are creating vast masses of human unemployment with which all of our people are now painfully familiar. This unemployment is so great that it has placed nearly one person in four out of our total population on some sort of direct or indirect relief basis. Recovery Administrator Hugh S. Johnson of the NRA is calling the code authorities to meet in Washington on March 5 to recommend a 32-hour week. In my judgment we shall have to go further than that to at least the equivalent of a 25-hour week, 100 hours a month, or 1,000 hours a year, leaving two months entirely free, in order to bring about a reasonable balance in employment. This estimate is based upon a fact well known by production engineers, that in those industries and activities in which human fatigue is a factor, the shortening of hours often increases rather than diminishes production.

The second factor growing out of the scientific-power technology has been largely overlooked in current discussions of the crisis. I refer to the unemployment of money. There is a natural tendency to look at the new automatic straight-line machinery and jump to the conclusion that it is more costly than the old machinery. That is a correct conclusion so far as the individual machine is concerned, but it overlooks the fact that the new machine fre-

quently replaces a whole series of older machines which in their aggregate cost for a given volume of production would require many times the capital that the new machine demands.

To illustrate, let us assume that under former conditions in a given industry there were a hundred machines costing a thousand dollars each, making a total of a hundred thousand dollars. Under the new conditions it becomes possible to replace all of these machines with one machine costing ten thousand dollars. The total amount of capital required has thereby been reduced by ninety thousand dollars, creating an unemployment of capital comparable to if not even greater than the unemployment of men. It is this fact that opportunities for capital in productive industry are rapidly shrinking that accounts in some measure for the orgy of gambling, for the weakness of the banking structure, and for other problems which lie ahead.

If the debt structure were not so large, the adjustments required by this unemployment of money would not be so difficult to make, but our debt structure has become menacingly large. It is so large that according to the estimate of a research study made by the "Twentieth Century Fund" 19.8 per cent of the annual national income during 1932-33 went to debt service. In other words we were paying one dollar out of every five to debt service. Much of this debt is held against watered stock or against machinery and equipment which is already obsolete or abandoned.

This rapid shift in the need for capital with which to finance capital goods has had a profound effect on the whole money system. It has had a profound effect on the distribution of wealth and on the concentration of control in industry. It has made it easier for a handful of moneyed men to dominate the country as a whole, to exert over its political destiny a terrific pressure, over its financial affairs a dominating in-

fluence, and over its industrial policy up to recent months a despotic hand. Even during the depression years the maldistribution of wealth has been growing worse. In spite of the losses which people of large means have suffered, people with little means have suffered even more so that the gap between the rich and the poor is today worse than ever before.

The changes implied in these underlying factors to which I have alluded are so vast and they bring about results so utterly different from anything with which humanity has had experience before that we need not be surprised at the confusion, the uncertainty, and the difficulty of bringing about that intelligent spirit of common purpose which is necessary for effective action. Our whole racial and national history has been lived in an age of scarcity and for the first time we come into an age not of scarcity, but of plenty. Still the old behavior patterns operate, the old ideas and ideals dominate, and we reduce the standard of living at the very time when we need to raise the standard of living. We give the economic factor the dominating place in our civilization at the very time when it should become a minor, rather than a major factor. We treat the present crisis in our economic life as just another depression out of which we shall gradually emerge, when as a matter of fact it is something very different, something revolutionary and far-reaching with which we shall have to grapple intelligently if we are not to grapple disastrously. It may be that the worst phase of this crisis has passed but in my judgment the major difficulties are still ahead.

I would not underestimate the significance of the New Deal in its efforts to meet the new conditions. Measured by the tempo of political policy in the past, the activities which center around President Roosevelt may seem somewhat radical and far-reaching. Measured against the actual demands which are inherent in our present

situation they are conservative. He is probably going as far and as fast as he can carry the country with him, but he has only gone a tenth of the way on a road that must lead far before we shall have achieved a reconstruction which will bring security, democracy, and happiness to the entire American people.

In their book, *The Future Comes, a Study of the New Deal*, Dr. Charles A. Beard and George H. E. Smith have pointed out those elements of the New Deal which represent new departures in American policy. They point out:

- (1) That the New Deal accepts combination in industry;
- (2) That it recognizes the right of labor to participate in the management of industry;
- (3) That it fosters co-operation;
- (4) That it substitutes planning for competition;
- (5) That it lets in the light on the hidden manipulations of finance and industry;
- (6) That it seeks to give agriculture equality with industry;
- (7) That it endeavors to substitute a planned for a speculative economy;
- (8) That it repudiates the idea that the misery of the poor is due to their own improvidence;
- (9) That it seeks to make our great utilities serve public good rather than private greed; and
- (10) That it surrenders the notion that American industry must depend primarily upon foreign markets to maintain a healthy condition.

Each of these ten points is far-reaching in its implications and they all represent a path from which there seems to be no turning back. Perhaps most of our people still think of the alphabetic activities in Washington as temporary measures and so some of them are, but the fundamental points of departure are not temporary—they are permanent by the very nature of the new con-

ditions created by the scientific power age. The New Deal is a courageous effort supported by a body of public opinion such as has not been mobilized behind any program in American history outside of war, but we shall not be able to undo in a year or even a decade the effects of our planless past.

But let us return to the crisis itself. In such a crisis there are many factors and there is not time to discuss most of them. *But there is one point in the present situation which in my judgment transcends in spiritual significance any other phase of it. I refer to the unemployment among youth.* The fact that industry and agriculture have had less use for youth than formerly has been apparent for some time. It is shown for example in the high school enrolments of the country. There were in round numbers nearly 500,000 young people in the high schools of 1900; a million in 1910; two million in 1920; and five million in 1930.

The three million who were added between 1920 and 1930 were obviously not needed in agriculture and industry since that is the period when our great surplus was produced. The forces which freed these additional three million youths between 1920 and 1930 are operating more powerfully today than they were then. The 1930 Census reported that two and a half million children between the ages of fourteen and eighteen, and more than five million between the ages of eighteen and twenty-one, were not attending school. This makes a total between the ages of fourteen and twenty-one of more than seven and a half million young people. We have relatively little information as to what these young people are doing and such studies as have been made go to show that at least half of them are unemployed. Because of their age many of these youth do not show in the ordinary figures on employment. It is a conservative estimate that there are in the United States at least three million young people for whom there are neither

schools nor jobs.

These young people have had all the schooling that their community provides or that their parents can afford. For some this means only the elementary school, for others the high school, and for still others the college and the professional school, but most of them have gone out with nothing to do except tasks which will bring them the merest bread-and-butter, without any security for their future, without any basis on which they may establish homes and rear that cultural and spiritual edifice of life which gives meaning and significance to any civilization worthy the name. *To my mind this is the central problem of our crisis.* If we do not meet it reasonably soon with vigor, intelligence, sympathy, and foresight, we shall sink into greater difficulties than any we have so far known.

It is a sorry plight when thousands of highly trained teachers, engineers, doctors, lawyers, architects, and other gifted young people must walk the streets year after year because our great country has no worthy place for them. The tragedy of the situation is best understood by looking at the concrete cases which may be multiplied by millions. Here is a letter from a young man who has been out of engineering college for more than three years.

I got married last June "on a shoestring" as they say; we are making a living after a fashion but not getting ahead as we want to. We don't feel we can really live until we are free of debt.

It begins to look as though my engineering education isn't going to get me anywhere. I have tried hundreds of places (this is a large mining district) where my education should give me an advantage, but the reply always is: "We have several old employees waiting to come back; we must take them first." There isn't any place for a beginner. It is discouraging to try to be anybody—or try to get ahead.

We are trying to contact foreign governments for positions. My wife would offer to teach home economics and I would teach or do engineering work or whatever else I could do.

As a last resort we are considering homesteading in some foreign country. We must get started doing something where our efforts will accumulate! Can you give us any idea to whom we might write to get results quickly?

Here is a comment from an editorial in the *Christian Century*:

Here, for example, is a widowed mother who, at great sacrifice, has managed to help a talented son through a specialized college course. The mother's resources have been practically wiped out in the fall of securities. The son has tried vainly for more than two years to find work. Beginning with a thorough search for opportunity in the field for which he has been especially trained, he has passed from that through the whole field of business. For more than a year now he has been hunting for a job—any job with any pay sufficient to sustain life. In vain. Meanwhile, the mother and son have been forced to go to live with a daughter whose husband is in serious economic difficulties. The mother is deeply bowed by the situation, but the son has passed from bewilderment to anger, and now from anger to a savage cynicism and brooding desire for revenge on a society that he feels has tricked him. The mother is tortured by the fear that her boy may turn to some lawless pursuit, or even to banditry.

Is it any wonder under these conditions that crime thrives among these unoccupied youth? There are 145,000 persons imprisoned annually in the United States. Many of these criminals are surprisingly young. A study made by the Department of Justice of the records of more than 200,000 persons arrested during the first nine months of 1933 shows that there were more young people arrested at age nineteen and near nineteen than at any other age. Shall we blame the homes for that crime? Shall we blame the schools for it or the churches? Is it not rather the inescapable consequence of industrial greed and planlessness?

It is impossible to overestimate the gravity of the conditions which face youth today. These young people waiting at the gates are the hope of a better tomorrow. They are the greatest single resource of our civilization. They are the basis of our personal security in the years to come. What shall it profit a man if he fill his safety deposit box with bonds and fail to give opportunity to his children? What shall it profit a man to pile up stocks and bonds if he sends out of his local community the money necessary to finance the activities of youth in that community and thus to give continuity to its life?

The time has clearly come when we should recognize this problem and begin

work on it. The difficulty is not with youth. It is with the older generation. It lies in our failure to meet the new conditions of the scientific power age. We hear much these days about the breakdown of the home, the failure of the church, and the weaknesses of the school. Most of such discussion is besides the point. The homes have not broken down. There are more fine homes in America today than at any other time in our history in spite of all the pressures that have been imposed upon home life by unregulated financial greed and the breakdown of our industrial system. The church has not failed. Its personal ministry today is the strongest it has been in years. The school is not weak. It has helped to keep our country secure and stable under conditions that would have meant ruin among a less intelligent people. The home and the church and the school are the heart and soul of our American civilization. If it cannot make a profit, industry closes down and turns the laborers who have made it out into the street to go hungry. But homes, schools, and churches ask no profit. Whatever comes, their great services go forward, and must go forward if life is to have significance.

Let home, school, and church take up with new force their task of improving life. Let each find ways of fortifying and strengthening the other. Let the home do those things which will make the church and the school more effective. Let the church move forward with a program for the enrichment of home life and for generous support for the public school. Let the school through every teacher and officer build up the home and encourage the work of the church. Let home, school, and church work shoulder to shoulder to make the neighborhood a better place for the growth and development of all life, both young and old. Food, clothing, shelter, schooling, and security from poverty are not enough. They are only the beginning. Beyond them is life itself. Let us

be satisfied with nothing less than the abundant life finding its expression in the companionship of the home, the fine associations and activities of the church, and the intellectual and social enterprises of the school and community. It is only as this richer side of life is exalted that we shall find occupations for our people. They are no longer needed on the bread-and-butter level. But they are needed in the schools, in civic activities, in the fine arts, and in the enrichment of life.

But what has all this to do with the work of the International Council of Religious Education? In my judgment it has everything to do with it. As I visit churches and Sunday schools and as I talk with religious leaders, I am impressed with the many things which they are doing to help in the emergency. They are giving spiritual reassurance and confidence to people who feel insecure. They are organizing schools for the unemployed. They are developing programs of drama and recreation. They are conducting groups in adult education. Their various women's organizations are in themselves a vast system of people's colleges. Their periodicals are sources of reliable material at a time when it is not always possible to get unbiased information. These churches and Sunday schools of ours are a rallying point for the constructive elements in community life. Along with the home and the school they stand firm in a time of great confusion. America today is in the midst of a mighty revolution. That revolution cannot be stopped, but it can be made orderly and intelligent. It can be spiritualized. It can be so conducted as to preserve democratic ideals and institutions. The church needs to be informed lest it be crushed under the dead weight of a planless and corrupt capitalism.

It is not the function of the church to ally itself with any economic class or group but it is the function of the church to stand for righteousness and fair dealing. It is the

function of the church to stand for common honesty, for peace and opportunity. It is the function of the church to strike at evil and to exalt good. It is the function of the church to restrain the arrogant and the greedy by its spiritual teachings and to sustain the poor and the needy. It is the function of the church to wield its mighty power on behalf of those social policies for which Christ lived and preached.

The first need is for a better understanding of conditions as they are. If we are to do justice by the three million young people who are waiting at the gates we shall have to begin first with the older people. We shall have to inaugurate a widespread education of adults. There is no reason why every church and Sunday school should not become a center for adult education. The textbook should be the community itself. How many young people are there in the church who have neither schools nor jobs? What does an actual survey show with reference to the graduates who have gone out of the high schools and colleges during the past five years? Do young people who have reached the age where they should establish homes have anything to establish homes on? Has provision been made for financing pioneer enterprises in which young people might engage? It is a significant fact that the credit union, a device for furnishing small loans to people in need, originated among the Catholic communities of Quebec.

The point I wish to make is this: For several generations we have been sending our young people away from their communities. First we sent them from the East into the new frontiers of the West, and then we sent them from the farms or the small communities into the larger cities. That day is passed. The larger cities are already too big; they have vast populations which will probably have to be cared for indefinitely at public expense until they can be moved out onto the land and into small communities. Obviously our smaller com-

munities must face the task of providing for their own youth. This should not be a difficult or unpleasant task. The community is simply the larger family and in the common effort to take care of its own and to provide for their future, it will find a new sense of satisfaction and well-being.

Every church and Sunday school and every periodical issued by our various religious organizations may well become a center through which the new conditions and opportunities will be interpreted. Our homes and schools and churches may well join in arousing our various communities, states, and the nation itself to take hold of these problems and to work them out in a spirit of democracy and human brotherhood.

May I close by suggesting a short list of books which I have found particularly helpful in my own study of these problems:

- (1) *Other People's Money*, by L. D. Brandeis. Jacket Library, Washington, D. C., 15c.
- (2) *The Power Age*, by Walter N. Polakov. Covici Friede, 1933. \$2.00.
- (3) *Youth Never Comes Again*, edited by Clinch Calkins. Committee on Unemployed Youth, 450 Seventh Ave., N. Y., 1933. 25c.
- (4) *Democracy in Crisis*, by Harold J. Laski. University of North Carolina Press, 1933. \$1.50.
- (5) *A History of the Freedom of Thought*, by J. B. Bury. Holt, 1913. \$1.00.
- (6) *The Future Comes: A Study of the New Deal*, by Charles A. Beard and George H. E. Smith. Macmillan, 1933. \$1.75.
- (7) *The Work, Wealth, and Happiness of Mankind*, by H. G. Wells. Doubleday, 1931. \$7.50.
- (8) *The New Party Politics*, by A. N. Holcombe. Norton, 1933. \$1.75.
- (9) *Character Education*, Tenth Year-book of the Department of Super-

intendence. National Education Association, Washington, D. C., 1932. \$2.00.

- (10) *Constructive Citizenship*, by L. P. Jacks. Doubleday, 1928. \$2.50.

JOY ELMER MORGAN

GIVING FIFTH-GRADERS AN UNDERSTANDING OF THE NEW WORLD

THIS report covers the work developed in a 5A and 5B grade during the first nine weeks in 1932-33. The 38 pupils were classed as in the middle and lower groups. Their ages ranged from ten through thirteen. Both practice teaching and student teachers were entirely new to them. The building is of recent construction and has 24 rooms. Outside of the room the pupils conformed with the regulations of the building. Their room experiences were less formal and the organization of their inside activities was such as met their needs and accelerated the accomplishment of the work covered.

Two student teachers who were completing their four-year college courses in June were assigned to this grade for their final nine weeks of practice teaching. No active teaching was required of them during the first two weeks. Problems of organizing and adjusting the pupils to the new conditions were discussed with them. They were instructed to observe and study the pupils as individuals, so as to learn their working habits and estimate their abilities and aptitudes.

Two outstanding interests soon were evident among the pupils. They grew enthusiastic about Cuba from a current events discussion. This avenue was used as an approach to the early discoveries of and in our country. Also, they were deeply concerned about the importance of wholesome food as a factor in healthy living. This

was directed to a study of wheat which met the requirements of the course of study in history and geography.

The major responsibility of each student teacher during these first two weeks was to select some unit of instruction and definitely prepare it for responsible teaching. One asked to teach the history and the other took the geography. This report is devoted largely to the former. By the middle of the second week this student teacher had prepared her bibliography and a preview consisting of 15 typewritten pages. From this work by the end of the week she had the following outline of the subject matter she proposed to teach.

I. Reasons for seeking new trade routes to the East: trade with the East, Crusades, former trade routes blocked.

II. Spanish conditions which made a race of explorers, discoverers, and conquerors.

III. Other explorers: Portugese and Vikings (earlier).

IV. Scientific knowledge vs. ignorance: the compass, astrolabe, and printing.

V. Influence of sailors and explorers.

VI. Spanish in America: Columbus, Cortez, Balboa, Magellan, Ponce de Leon, and Pizarro.

VII. The New World: West Indies, Florida, and Mexico (Aztec civilization).

The problem facing this student teacher for the week-end was to organize the materials into sections for teaching purposes and make plans for teaching on Monday. It is obvious that the outline is arranged logically. The interest of the pupils was centered in Cuba, hence she must provide for the psychological approach. Her plan is shown for Section One which was covered in three teaching days.

Problem: Changes brought about during the reign of Ferdinand and Isabella. (1474-1516).

Aim: To understand conditions in Spain which made possible the discovery of Amer-

ica by Columbus.

Approach: Current events—Cuba.

New Materials: Map of Europe, map of Spain (showing political divisions during the reign of Ferdinand and Isabella), and Bourne and Benton's *Introductory History*.

Type of Activity: Discussion.

Procedure:

1. Introduction by teacher using current event about Cuba in which the pupils are already interested. What was meant by "shadow of U. S.?" (protection). Who owns Cuba? (U. S. helped her gain independence in 1898). Who owned Cuba before that time? (Spain). How did Spain acquire Cuba? (Discovery by Columbus). What nationality was Columbus? (Italian). Then how could Spain claim what he discovered? (Spain sent him).
2. Read to pupils about work and wars of Ferdinand and Isabella in a paragraph on page 148, Bourne and Benton. What works and wars were the king and queen interested in, so that Columbus had to wait so many years? (Unification of kingdom). In order to answer that question, you must know a great deal more about Spain.
3. Map of Europe and World Almanac. Read the facts about Spain in the World Almanac and have the pupils verify them on the map: (surrounded by water on more than three sides, mountains to the north—Pyrenees, high plateau, little rainfall, few crops, imports high, exports low, hence the necessity for trade).
4. Map of Spain (political divisions). (Isabella's Kingdom of Castile and Ferdinand's Kingdom of Aragon joined, subdivisions under each, different customs, laws, and peoples, brigands in the northwest, war lords in the south, government councils, and expenses of armies and navies. Compare preceding problems with those of Roosevelt—unemployment, low wages, long hours, N. R. A., etc).

Checks:

Write four changes which were brought about during the reign of King Ferdinand and Queen Isabella. Think carefully before you write.

1. Crime stamped out by citizen's organizations (kind of police).
2. Rebellion against crown and disputes among lords stopped by effective laws and court system.
3. Territories gained: Granada and Navarre (Portugal for 18 years), and the Moors conquered.
4. Councils organized by the government.

Outcomes:

Knowledge by the pupils of changes which were taking place at the time Columbus was seeking aid from the Spanish Crown.

Appreciation (by comparison) of the need of effective laws in the U. S.

Appreciation that rulers in the 15th Century

had problems to face as well as rulers have today.

Encouraging habits of ascertaining facts concerning situations before rendering judgments. Skill in the use of maps.

Since the Arabic cultural contributions especially in science were so important in determining the plans and success of Columbus, the student teacher chose "What the Moors Did for Spain" as the problem in Section Two. Space does not permit presenting the other sections in detail in this article, but each was prepared as completely as the first one. In the first section the two groups had worked together, but the 5A's and 5B's now worked separately. This section was a study activity in which new words in their vocabularies as well as new material in a text (*Europe: A Geographical Reader*, by Vinnie B. Clark, pages 235-38) were mastered. By alternating tasks in alternate periods the section was covered in two teaching periods. The student teacher placed a list of new words on the board to which the pupil added others. She directed the word study and the reading material was checked by discussion of the answers to questions which she had prepared.

The problem in Section Three, "How did Aristotle Know the Earth is Round," originated among the pupils. The fact was accepted, but how was he able to predict it 2,000 years before any one even attempted to go around the earth? A circle was drawn on the board to represent the moon; a flash light was used as the sun; and a globe was passed between them so that the shadow of the globe fell on the circle representing the moon. With various surfaces of the globe exposed to the light this was repeated several times. Then a dish was substituted for the globe. The pupils accepted these as proofs of Aristotle's statement that the earth is round because it unvaryingly casts a circular shadow on the moon in eclipse. From a series of diagrams on the board they decided that if the

earth were flat, Aristotle could not have seen other stars in Egypt than he saw as he travelled north.

The student teacher's checks were rather searching for fifth-graders. "Explain an eclipse of the earth on the moon; why the earth's shadow falling on the moon is always round; and why all the stars in the heavens are not visible from one point on the earth." Psychologically the pupils were prepared to solve their own problems and this was an opportune time to teach the conditions bringing about an eclipse of the moon, so she took advantage of the vicarious situation.

Section Four covered much subject material. It dealt with explorers, discoverers, and conquerors. It led out from Aristotle's theory that one ocean joined "the Gates of Hercules with India." The products exchanged in the trade between the East and Western Europe were discussed. The closing of the known trade routes by the Turks when they captured Alexandria and Constantinople led to a discussion of the Crusades. Either a new route must be found or the people of Western Europe must do without these products. Portugal and Spain depended largely on commerce as both countries are unfitted for farming. Prince Henry of Portugal was convinced that Aristotle was correct, so his sailors turned their ships toward the East. The works and contributions of Diaz and Vasco da Gama were studied.

At this point a digression was made and Section Five, Knowledge vs. Ignorance, which covers IV in the logical outline of the subject matter, was introduced. The pupils had asked repeatedly why people in the time of Columbus believed such unlikely tales about the dangers on strange seas. They were deeply interested in reading and by this time were reading widely, especially the tales of Marco Polo's travels. This required a more thorough study of the

Crusades, feudalism, the clergy, the Middle Ages, the culture of the Moors in science, the printing press, the compass, and the astrolabe. Again there was a need for new words; additional information must be secured. Their dictionaries were inadequate, so the student teacher taught them how to make use of the encyclopaedia. The working habits of the pupils had improved very much, as well as the techniques of the student teacher, so she had the confidence to divide them into smaller groups. These were closely supervised and a completion test was used as a check.

The second part of Section Four dealt with the Spaniards who chose the westward route to the East. Columbus and his contributions were summarized in a program for Columbus Day. His life was presented in a biography that was divided into chapters. Each pupil selected the chapter in which he was most interested. The best efforts were read by the authors. A play was dramatized. Five pupils (one stanza each) read Joaquin Miller's "Columbus." They sang Venice (of Columbus' native land), Santa Lucia, Land of Spain, and Columbia.

An outline was then prepared for the study of the important Spanish explorers, discoverers, and conquerors who followed Columbus. In the case of Pizarro and Cortez, the Inca and Aztec civilizations which were destroyed by them were also studied. The successes and failures of each were compared with those of the others. Completion tests and completion outlines were freely used as checks.

Five, the final section, covered a review of the work that had been done. Many facts had been presented, but at no time had they been made so important as to hide how the pupils used them. These challenges made thinking unavoidable. The same procedure was pursued in this section. In order to give the pupils a concept of time and its relationships, the student teacher

prepared a date line extending from 400 B. C. to the present time and including the important dates which she considered they should recognize.

Her second step was to prepare a list of 37 important men and places. Each was written on a slip of paper and one slip given to each pupil. When called on, the pupil must give an important event with which the man was connected, or must locate the place on the map and point out its importance. All slips had duplicates. A correct answer entitled the pupil to another slip immediately. An incorrect one required him to wait until the correct answer was given before he received another slip. Of course each pupil was anxious to get as many slips as he could.

The third step was the use of a multiple choice test (they called it "best answer") consisting of 20 statements. A sample follows:

".....aided the Portugese sailors to find a way to the East around Africa, by setting up a school in which they could learn about the earth. (compasses, the Moors, Prince Henry)".

The doggedness and tenacity with which the student teacher demanded thinking from her pupils are shown in her discussion with them of the answers to this question:

"Compasses certainly aided sailors to find a way to the East, but not by setting up a school. If there were many Moorish schools in Portugal, we did not read about them, but we did read a great deal about Prince Henry's school. Therefore Prince Henry is the best answer."

Attention of readers is called again to the other student teacher who was teaching geography to these same pupils during the nine weeks; she was using as complete an outline as the one in history. A period each week was given to activity work related to the history and geography. Actually much more time was spent, as many pupils asked that they might so spend their spare time. From among several proposals they decided (largely because of the crowded room) on making theaters. Each pupil chose the project most interesting to him. The group in history used wooden boxes

15" x 24". Each was made into a stage with the appropriate settings and costumes for the scene. Standpatter dolls made from wire represented the characters. The scenes were: Prince Henry, the navigator, watching his ships; Columbus landing in America; Columbus before the Court on his return; Balboa discovering the Pacific Ocean; Magellan passing through the Straits of Magellan; Cortez at the Court of Montezuma; and Ponce de Leon searching for the Fountain of Youth. The group in geography made a movie of wheat production and manufacture. Several art periods were utilized for the work. In each case the work had to be accurate and through committees it was checked and rechecked.

These phases of their work were summarized in a series of "at homes" to which pupils in four other rooms received written invitations to attend at different times. The pupils showed and explained their theaters to their guests, gave a Spanish dance, and sang Spanish (in costume), Italian, and American songs. Each repetition not only clinched the facts more firmly, but the appreciation of the guests also gave the pleasure and satisfaction merited from a task well done.

The brevity of this report gives a very inadequate account of the work accomplished by these two student teachers and their 38 pupils during nine weeks. The teaching outline submitted by the one in history consisted of 40 typewritten pages. As they improved in techniques and gained confidence, additional teaching assignments were given to them. During the week they were preparing for the Columbus Day program, the student teacher in history was also teaching the music and penmanship. She also assumed responsibility for introducing in the opening exercises a poem that they were to commit for Columbus Day, an article from the current news about the use of light from Arcturus in opening the World Fair,

another concerning Le Maitre's theory of an expanding universe, another which included a translation of Columbus' notes about trade with the Indies, and still another which stated that Queen Isabella did not pawn her jewels in order to finance Columbus. The requirements of the course of study in other studies were also met. If possible such work was correlated with history and geography. Much remedial work in reading was demanded. These student teachers were not without disciplinary problems some of which required the cooperation of the homes.

Formal recitations seldom took place. Supervised study was a continuous procedure, as the student teachers worked constantly with the pupils. From the standpoint of the old time "study and recite" procedure, all of the work was quite informal. However, a constant effort was made to see that all the work undertaken—formal or informal—by the student teachers and their pupils was carefully planned.

ELIZABETH R. SMART

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WHEN THE GIRL SCOUT GOES TO SCHOOL

EVERY teacher knows what it means when her pupils come into the classroom moved, not by a sense of compulsion, but by a lively appetite for the subject to be taught.

It is a delightful and encouraging sight

to see a group of boys and girls gathered around a teacher who has aroused their zest for learning. Eyes sparkle; the plainest faces in the class are eager and expressive. "Discipline" in the old sense has become a meaningless term. Teacher and pupils are working together in a happy co-operative group. The pursuit of knowledge has become also an adventure in companionship. In such a group no one is more eager and alert than the members of Boy Scout or Girl Scout troops.

But such a keen interest in the subject taught cannot be awakened even by the most gifted teacher unless learning proceeds through the realities of personal experience as well as through a study of textbooks.

Fortunately, the modern textbook gives abundant recognition to this principle and is used by the wise teacher as one of the many educational tools at her disposal. She knows that there are various other ways of directing and enlarging the experiences of her pupils and employs them to make the textbook "come alive," instead of being an unrelated mass of dead rules and dates.

A great city, for instance, provided parks, museums, and art galleries to be visited, perhaps a water-front crowded with the shipping of various countries and full of the romance of far voyages; factories, markets, and shops bringing raw materials and finished products from every quarter of the globe; city departments of health, sanitation, and protection whose services are familiar to every household.

Geography no longer begins with abstruse definitions of latitude and longitude but with back yards and neighborhood streets. History works backward from current events or starts with the early days of the child's own "home town." A love of growing things and of the denizens of the outdoor world is aroused by school gardens or window boxes planted and tended by the pupils, by bird houses made in the

manual training department and drawing a surprising number of country birds even to the roof of a city school. In planning and constructing such things, arithmetic takes its place as a necessary tool and sends the young workers hurrying to their books.

But over-crowded classes, many duties, and much fatigue often make it hard for the wise teacher to take full advantage of the rich educational resources and opportunities all around her. And not all teachers are wise. Just here is where the Girl Scout or the Boy Scout in a class may act as a veritable leaven. Fresh from weeks in camp or veteran hikers in the country, they bring an enthusiasm and a practical knowledge of outdoor life that has brought a new spirit into many a dull lesson. They have made rustic chairs, tables, and racks; they have built stone fireplaces and cooked over them; they have drawn simple sketch maps—and followed them; they know the rudiments of first-aid, home nursing, and child care; they have watched the stars and sung songs of their own composition around the campfire. They have edited a camp paper and written little plays and pageants around local history or tradition. They have made puppets and given puppet shows. At Christmas they have sung carols through the town, given parties for children, made their own Christmas presents of weaving, basketry, or photography, packed baskets of food to be distributed through local agencies. They have made layettes for hospitals and simple clothes for themselves or less favored children. In all sorts of ways they have been "junior good citizens." It is no wonder that they seize upon their books with minds full of waving tentacles and communicate their interest to other pupils.

There is of course a danger that some teachers—not so wise—may put too much responsibility upon Girl Scouts and hold them up too frequently as models of character and behavior. Nothing causes them

such acute embarrassment nor makes them so much disliked by other children. In some schools they have been given a monopoly of the flag ceremony and have been considered the only pupils who really like to do "good turns." Tactfully dealt with, they bring their training in group discussion and good sportsmanship, secured through the activities of troop and patrol, to the service of the class and are unobtrusively good leaders and good followers.

Girl Scouting—and other programs for growing girls—are not a substitute for education. They are primarily designed to provide full and happy employment for leisure hours. But they serve as a fertile seed bed for the sort of educational interest that will last a life time, and foster an approach that vivifies school work and leads out into the home and community.

JOSEPHINE SCHAIN

FELLOWSHIP AND SCHOLARSHIP GRANTS FOR THE STUDY OF LIBRARIANSHIP

THE American Library Association, under the provisions of a grant from the Carnegie Corporation of New York, is offering a limited number of fellowship and scholarship grants for the study of librarianship to residents of the United States and Canada.

The purpose of the grants is to encourage and aid persons who are capable of making specific contributions to the library profession, by enabling them to pursue a year of study or research in library problems. Candidates must be graduates of approved colleges or universities. They should also have had at least one year of work in a library school and satisfactory experience in library work. Under extraordinary circumstances these latter requirements may be waived when the candidate presents sat-

isfactory evidence that he is competent, by virtue of other training and experience, to pursue effectively the study that he proposes. The work of candidates who are given awards must be done in connection with an educational institution recognized as appropriate for the supervision of their studies, but need not necessarily be done in residence. It is intended that students shall give full time to their studies, the results of which will be expected to constitute a definite contribution to library science and be made available to the profession.

The stipend for a *fellowship* will be \$1500 or more and will vary according to the requirements and qualifications of the recipient. *Scholarships* varying in amount from \$750-\$1000 will be awarded to persons with more limited training and experience. Present employment conditions and the need for restraint in recruiting incline the Committee to devote the larger part of these funds to fellowships rather than to scholarships. When warranted, the stipend may be renewed for a second year, but a renewal should not be anticipated by any applicant. Grants will be conditional upon acceptance of the applicant by the institution chosen to supervise the work.

A report of the year's work, covering results accomplished during the period of study, will be required from each appointee. The director of the library school or some other qualified officer of the educational institution that supervises the work will be asked to present a report to the Committee evaluating the work of the appointee. Theses or other productions will be subject to the disposition of the Committee on Fellowships and Scholarships, as regards publication and distribution, except as modified by local university regulations.

Each applicant should address a typewritten letter to the Chairman of the American Library Association Committee on Fellow-

ships and Scholarships, Mr. Harrison W. Craver, Engineering Societies Library, 29 West 39th Street, New York, N. Y., giving information on the following points:

- a. Age;
- b. Record of college work, including name of college, dates, degrees, major subjects of study, relative standing in class, transcript of course records, etc.;
- c. Reading and speaking knowledge of foreign languages;
- d. Training and experience in library work; other occupational experience;
- e. Plan of proposed study in detail;
- f. Educational auspices under which applicant desires to study;
- g. Names and addresses of three persons who can speak, on the basis of their own professional competence and from personal knowledge of the candidate, as to the candidate's capacity (1) for library work, and (2) for specific work outlined under (e) above.
- h. Candidates should be prepared to submit health certificates.

Applicants should not request persons named in section (g) to write directly to the Committee.

Copies of printed or typewritten works may be submitted. A recent photograph of the applicant (preferably unmounted and of small size) should be sent.

All documents submitted become part of the records of the Committee, and can not be returned.

Applications for grants for the school year 1935-1936 should be filed before February 1, 1935.

The Committee on Fellowships and Scholarships will welcome suggestions as to persons who might be considered for fellowships. Unsuccessful application in one

year will not preclude consideration in another year.

The Committee will act on the applications before April 1 and applicants will be notified as soon as possible.

THE TRUTH ABOUT THE COST OF GOVERNMENT

DURING recent years a ceaseless and generously supported campaign has been financed by certain interests to discredit public expenditures of all types. A favorite trick has been to exaggerate the proportion of the national income which is expended for public services. Proceeding on the basis of bogus figures, and assuming that there is something inherently undesirable in public expenditure as such, it is easy to arrive at the conclusion that taxation is threatening to undermine our economic and political system.

A recent bulletin, *What Government Costs*, of the Tax Policy League, a research organization conducted under the direction of a competent group of economists and tax experts, contains material which is particularly pertinent to this problem. This publication opens with the following statement:

There has been no phase of public finance more variously represented and more extravagantly estimated during recent years than the total amount which the citizens of the country are paying for their federal, state, and local governments. Estimates given out by persons high in the business world which have reverberated throughout the country run up, in some cases, to the fantastic heights of 20 or 22 billion dollars a year.

This bulletin then proceeds to make an expert analysis of income and governmental costs based upon the most reliable sources of information available. Basing its figures on 1932, the last year for which anything more reliable than approximate estimates are available, the Tax Policy League discovers that approximately eight and a half billion dollars of revenue was collected by the 183,000 political units of

the United States—federal, state, and local. This is stated to be “the actual present burden of government upon the taxpayer.”

How do the fulminators against public expenditure arrive at estimates two and even three times this amount? They do it by using gross figures. They include sums realized from bond issues and borrowings, and also include expenditures for debt requirements, “which is obviously misleading, since it involves counting debts as a cost of government, both when they are incurred and when they are paid off.” They include the full cost of public service enterprises, which are partly or wholly self-supporting and take no account of the fact that about 9 per cent of the revenues of state and city governments come from these enterprises.

These misleading figures as to the burden of public expenditures are then used in relation to equally fictitious statements as to the amount of the national income. The result has been that estimates concerning the proportion of the total income which goes into taxes have assumed extravagant proportions, frequently running as high as a fourth or a third of the national income.

What are the facts as to the ratio of taxes to income? If one takes his income figures from a study of the national income, 1929-1932, recently made by the United States Bureau of Foreign and Domestic Commerce, and the estimates of taxes collected by the National Industrial Conference Board, the ratio of taxes to income distributed, as opposed to income currently produced, was as follows in recent years: 1929, 12.1 per cent; 1930, 13.6 per cent; 1931, 14.6 per cent, 1932, 16.3 per cent.

The foregoing percentages give a proper picture of the burden of government—indicated by the ratio of governmental costs, as represented by actual tax collections—to income, as represented by payments actually received by the people of the United States.

In appraising the worth of statements as to the burden of government in the United States, which are frequently issued by interests, anxious to keep public expenditures down to the lowest possible figure irrespective of social effects, it is well to have the following considerations in mind.

First, it is probable that these figures are misleading, if not grossly inaccurate. They usually overestimate the cost of government by double counting certain expenditures, by omitting revenue earned by public enterprises, and other statistical tricks. They underestimate by similar devices the amount of income actually received.

Second, these statements frequently imply that the increase in the percentage of income paid for taxes is the outcome of a recent and tremendous increase in governmental expenditures. They emphasize the increase in federal expenditures in recent years, but fail to note that this increase is offset in considerable degree by decreases in local expenditures, which have taken place as a result of the depression. They fail to note that most of such increase, as has taken place in the ratio between governmental costs and income received, is due to the tremendous drop in income since 1929.

It is much more comfortable for those high in the business world to use the foregoing procedure. By this trick, school teachers and other public employees become the villains in the plot. Attention is deflected from the fact that these industrial leaders have proven unable to operate the marvelous instruments of production which the American people have paid for by their savings. The result of this inability has been a catastrophic drop in income, which is another name for the depression.

Third, those who mourn over the amounts expended for schools and other essential public services frequently argue from the assumption that all money expended publicly is wasted, whereas all

money expended privately is productive. This assumption has no basis, either in sound economic theory or in obvious practical conditions. Millions of dollars of the earnings of the American people have been expended since 1920, with what they believed was competent financial advice, for South American bonds, Kreuger and Toll stock, and Insull certificates. Have these private expenditures proved productive?

Let us recognize that the productivity of an expenditure is not dependent upon whether it is made under private or public auspices. It is productive to the extent that it purchases goods and services that satisfy worthy individual and social wants. Under this sound criterion, no apology need be made for past and present expenditures for education, nor for any public enterprise of equal importance which renders a sufficient and genuine return on money invested in it.

Fourth, the strictures against public expenditures frequently assume that the incidence of taxation automatically and evenly spreads itself over the whole population. Arguing from this false assumption, many tears are shed by the representatives of wealthy interests over the burden borne by the poor people of the nation. What they have in mind is the fact that the principle of ability to pay is increasingly being recognized as a fundamental criterion in determining the basis of taxation. This canon of taxation is finding increasingly effective expression through such modern taxes as those on income. It is difficult to shift these taxes. They have a tendency to stay put. The result is that the cost of government is not evenly and generally diffused. Rather, it is increasingly and properly paid for by those into whose hands the results of the work of all of us tend to concentrate.

JOHN K. NORTON
in Sierra Educational News.

THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

EXPERIENCING

That one sure test of a student's, or for that matter a teacher's, experience with a subject is his ability to interpret it, to share it socially, was the assertion of Professor F. M. Rarig, of the University of Minnesota, speaking at the annual convention of the National Council of Teachers of English in Washington Thanksgiving week-end. In brief the speaker said:

"The teaching of any subject is an art. What has a teacher to teach? Facts, dates, chemical formula, battles, political campaigns, plays, poems, short stories? Can any of these things be taught? Edna St. Vincent Millay has written:

'Euclid alone has looked on beauty bare.' The teacher who has profoundly experienced mathematics out of the wealth of his experience can infect others possessed of mathematical aptitudes with a desire to experience mathematics for themselves. His students accept such of his instruction as they can assimilate. Miss Millay is said to have failed her course in mathematics at Vassar, but she acquired her own poet's experience of geometry. A teacher has nothing to teach but his experience. He

may drone out information to students who force themselves to listen and accept writer's cram because they must have notes to cram, but it is only when his lecture becomes alive with his own experience of his materials that he works a change in his listeners, so that they never again will be as they were before.

"I once took a course in Shakespeare under a well-known Elizabethan scholar. Here was a copious erudition, but facts, instead of being used to bury Shakespeare, were used to bring him to life. His age, his characters, his theatre, his shrewd sense were all recreated for us, and no important bit of dialogue was let go by until the intentions of the characters had been indicated by reading aloud. It was only when the dialogue was well read that it came to life and the essence of drama was experienced. The data of scholarship were marshalled to shed light from every possible angle on the intentions and actions of the characters as implied in the dialogue. It was a working principle of this great teacher that verbal explanations are a means to imaginative re-creation, not an end in themselves. His students were examined on the factual data of the courses, but the final test of their experience of Shakespeare in the classroom from day to day was their reading aloud. In his practice, scholarship re-created Shakespeare; Shakespeare did not exist for the sake of scholarship.

"Just as the emotional realities of dramatic dialogue cannot be explained in words but must be socially shared through the symbolic activity of speech, so also should the teacher of literature be able to infect his students with his emotional experience of essays, poetry, and fiction. By the use of words, the creative writer stimulates his readers to reinstate their own experience in significant patterns. Our imaginations create out of the elements of our own experience the scenes, characters, actions, and rhythms that for us constitute the illusion

of life which the author seeks to imitate. Students have been so drilled in the habit of depending for salvation on the printed page and on their notebooks that most of them have never learned to analyze their own experience and relate it to what they read. The infectious power of good oral reading consists in the fact that by the use of direct suggestion a good reader is able to make literature a living experience, rather than a textbook."

NOT TOO MUCH LOVE

Mrs. Franklin D. Roosevelt, speaking over a Columbia broadcast the evening of November 18, urged upon her listeners the importance of handling young children so as to prevent their developing a sense of timidity or fear.

"It is very easy," she said, "to frighten a child into deceit. We must realize that often we seem very much more terrifying because of our size and strength, and that even a raised voice to the tender ears of a child may be a very menacing and terrifying thing. This sense of fear is one of the worst things that can happen to any child, and here the home and the school are equally responsible.

"Parents must build up a sense of trust and confidence, otherwise their future hold upon the child is endangered. Small children need security, a sense that they are well taken care of, that the grown-ups around them are fair and just and understand them, and are kind. One of the tragedies of the times which we have been going through is that so many children, even very young ones, have lost their sense of security because it has gone out of the homes in which they live. But even in other times many a child in a home moderately comfortable in a material way, fails in gaining a sense of real security because around them they lack the love and understanding which instinctively makes them trust the world. I doubt if too much love ever hurt

a child as long as it was an unselfish love, but children who grow up with too much dependence upon their parents have been loved selfishly and their parents have not trained them with the idea that they must stand on their own feet. It is a fine distinction and a difficult one sometimes to love enough and yet not too much, for it is extremely pleasant to have our children depend upon us, and yet here again the training should begin with the very earliest years in order to enable them when they reach young manhood and young womanhood to take up their responsibilities without too much difficulty and suffering on their part."

NATIONAL GEOGRAPHIC BULLETINS

Publication of its illustrated Geographic News Bulletins for teachers was resumed early in October by the United Geographic Society at Washington, D. C.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information.

STABILIZATION, NOT STERILIZATION

To me it is incredible that, in a world of tragically unfilled human need, we should now set out upon the quixotic attempt to increase welfare by destroying wealth or declining to create it. Our ancestors fought valiantly over the centuries to conquer famine. Are we now to say that their conquest has been too decisive? After the sweat and science of generations have brought us out of an economy of scarcity into an economy of plenty, are we to confess that we are incapable of managing plenty, and deliberately legislate a modified famine in just those sections of our economic enterprise where production has proved most efficient. I think history will pass a bitter judgment upon us if we take this road in dealing with the difficulties now confronting our farms and our factories.

Scientific and technical leadership has abolished the physical necessity of poverty on this continent. It remains for political and economic leadership to abolish the social fact of poverty and its milder manifestation, under-consumption. Science and the machine have brought us to the threshold of a social millenium, but we have lacked the wit to unlock the door. Instead of planning to adjust ourselves to the half-hearted and insecure existence of a reinduced age of scarcity, we should not rest until we have found the key that will unlock the door into this social millenium of prosperity, leisure, and security which science and the machine have made possible. All the necessary tools are in our hands for emancipating the race from poverty, drudgery, and insecurity. If we now fail to effect this emancipation, we shall go down in history as traitors to the tools of our own creation. We must be careful lest a program of stabilization turn out to have been a process of sterilization. To play down our productive powers may well result in a sta-

bilization of want rather than a stabilization of welfare.—Glenn Frank, President of the University of Wisconsin.

Teachers know full well that it is only in the fertile soil of education and preparation, that democratic principles can grow into co-operation, understanding, and the fulfillment of our best hopes.—JESSIE GRAY, President, National Education Association.

The teachers of the United States constitute the real brain trust of our country. More power to this brain trust.—DANIEL A. POLING, President, World's Christian Endeavor Union.

THE READING TABLE

A WRITER' MANUAL AND HANDBOOK. By Paul P. Kies, in collaboration with Valeda Brockway, Ella E. Clark, Andrew J. Green and Royal A. Gettman. New York: F. S. Crofts & Co. 1934. 243 pp.

In these days of loose grammatical constructions, it is a pleasure to find a manual in which practice is given in diagraming. The chapters are so arranged that the sections on this subject can be omitted, if the class needs no training in it. The average group will not find such practice superfluous, however.

A Writer's Manual and Workbook emphasizes the fundamental principles of composition and provides ample drill material. It recommends itself to the teacher because the exercises can be quickly graded with the use of a correction chart in the front of the volume, and to the student because the workbook is so arranged that the amount of writing is reduced to a minimum. The practice sheets are meant to be torn from the book. The text is complete for purposes of reference and can be adapted easily to the needs of lower, average, and more advanced classes. Used with a collection of readings, it offers sufficient material for most college courses in freshman English.

E. T. F.

ROBERT'S SCHOOL. By Stella Yowell. Illustrated by Matilda Breuer. Chicago: Wheeler Publishing Co. 1934. 124 pp. \$.60

This reader is easy enough to be used by children just entering the second grade. The story, well illustrated, portrays the daily happenings in a modern school, where children engage in activities common to all children. It should have a place in every second-grade library.

M. L. S.

HUMAN VALUES IN MUSIC EDUCATION. By James L. Mursell. New York: Silver, Burdett and Co. 1934. 388 pp. \$2.40

This book breaks down many ancient notions and theories concerning music talent and forms of music teaching. The author feels that music ability is a specialization of general ability, and urges that music be made an agency for broad cultural stimulation and awakening. All music supervisors and teachers of music in the schools will find this work useful and thought-provoking.

V. M. C.

THE LIVING LANGUAGE: A SECOND LATIN BOOK. By Wilbert Lester Carr, George Depue Hadzits, and Harry E. Wedeck. Boston: D. C. Heath and Company. 1934. 655 pp. \$1.80

Here is the most effective method to date for meeting the major aims of the Classical Investigation and for drawing the student to the study of Latin.

It meets the all-important problem of vocabulary density in the reading material, whether it is adapted, simplified, or selected. Intrinsically interesting easy reading is graded systematically for difficulty in vocabulary and sentence structure. Stories of Cupid and Psyche, Apollo and Daphne, Pyramus and Thisbe, and Atalanta's Last Race; entertaining selections from medieval Latin authors, among them Aelfric and the Venerable Bede; Livy's account of some of the important events of the Second Punic War; and Caesar's three summer campaigns in Gaul (Books I-III)—all these are modified and adapted. The last part (129 pages) presents unmodified selections

covering interesting episodes from Books IV-VII of the Gallic War.

This is a book which in the reviewer's opinion will be an important factor in making the student's work in second-year Latin easy, profitable, and interesting.

J. A. S.

PROFICIENCY TESTS AND WORKBOOK FOR SECOND-YEAR LATIN. By Lillian Gay Berry. Newark: Silver, Burdett and Company. 1934. 144 pp. \$.56.

Providing a measure of the student's achievement in attaining the objectives set up for second-year Latin, these tests and exercises furnish drill material, and contribute to the improvement of instruction.

Since the lack of a vocabulary of permanently retained words is the student's greatest handicap, the vocabulary tests and exercises of all types embrace the words listed as required for the first two years of Latin by the College Entrance Examination Board and the New York State Syllabus. Since first and second year words are dealt with separately in these tests and exercises, those on "Required Vocabulary—First-Year Words" may be used in classes in first year Latin, if desired.

Each student's book will afford the teacher definite evidence of the exact points on which he needs additional drill; will furnish the student a motivation for learning.

J. A. S.

REPORT OF CONFERENCE ON SUPERVISED CORRESPONDENCE STUDY. Scranton, Pa.: International Textbook Company. 66 pp. 1934. \$.65.

This bulletin delineates the plan and purpose of supervised correspondence work in secondary schools for the purpose of giving students opportunities that they would not otherwise have because of the more limited curricula of a given school. Leaders of the conference believe that the plan has shown enough merit to warrant further study as a means to curriculum enrichment. Fifteen pages are devoted to bibliography.

W. J. G.

NEWS OF THE COLLEGE

Virginia Cox, of Woodlawn, was elected president of the Virginia Intercollegiate Press Association by the executive committee of that body, October 27, at East Radford State Teachers College. Miss Cox, a member of the Junior class, is assistant editor of *The Breeze*, secretary of the Stratford Dramatic Club, secretary of the Lee Literary Society, a member of Alpha Rho Delta, Kappa Delta Pi, Scribblers, and Le Cercle Francais.

The next convention of the V. I. P. A. will be held in Harrisonburg in October, 1935. Delegates from Harrisonburg who attended the recent meetings at Radford and Blacksburg were Ruth Shular and Mary Blankenship, editor and business manager of *The Schoolma'am*, Eugenia Trainum and Dorothy Lipscomb, editor and business manager of *The Breeze*, and Virginia Cox and Joyce Rieley, also of *The Breeze* staff.

Elizabeth Bywaters, a member of the Junior class, was chosen secretary and treasurer of the association. She is a member of Kappa Delta Pi and is on the *Breeze* staff.

Eleven new members were recently admitted into the Alpha Chi chapter of Kappa Delta Pi. The seniors, four in number, are Karle Bundy, Tazewell; Virginia Hitt, Alexandria; Elizabeth Page, Tabb; Clyde Schuler, Broadway. The seven Juniors are Gene Averett, Lynchburg; Elizabeth Bywaters, Opequon; Catherine Cartee, Hagerstown, Md.; Virginia Cox, Woodlawn; Sylvia Kamsky, Richmond; Margaret Newcomb, Formosa; Evelyn Pugh, Edom.

The H. T. C. hockey squad placed two members—Edith Todd, Richmond, and Julia Courter, Amelia—on the Virginia All-State team. The team was selected at the Virginia Hockey Tournament in Lynchburg, November 24. During the meet the H. T. C. varsity defeated Fredericksburg

State Teachers College with a 2-0 score. They also defeated an "Et Cetera" team, 2-1.

The hockey team lost the first contest of the season to Sweetbriar by a score of 2-0. Westhampton's hockey squad also scored a 5-2 victory over the Purple and Gold in a hard-fought game here on November 10.

One hundred and thirty-five seniors observed their final college class day Wednesday, November 7. Dr. S. P. Duke and Miss Helen Marbut, class sponsor, capped and gowned the seniors, who wore the traditional garb throughout the day. Senator George N. Conrad was the assembly speaker. A banquet and dance in the Big Gym climaxed the day.

The winners in the senior mirror elections were: most versatile, Kay Carpenter; most intellectual, Ruth Shular; most popular, Marian Smith; most literary, Eugenia Trainum; most athletic, Emily Pittman; most dramatic, Billye Milnes; most dependable, Henrietta Manson; best looking, Kay Carpenter; best dancer, Polly Stephenson; happiest, Polly Stephenson.

Mrs. A. B. Cook, dean of women, was elected president of the Regional Association of Deans of Women at the annual meeting of that organization held in Washington, D. C., November 17. Mrs. Cook held the office of vice-president last year.

The annual Standards Day sponsored by the Student Government Association was observed Wednesday, November 14. A fashion show, showing trends in modern styles, was seen by the students in the evening in the auditorium of Wilson Hall. Eleanor Studebaker, Luray, chairman of the standards committee, was in charge of the arrangements of the day. She was assisted by a committee composed of Eleanor Balthis, Strasburg; Josephine R. Miller, Woodstock; Annie Cox, Baywood; and Bertha Jenkins, Waynesboro.

Lucy Clarke, Catalpa, has been elected president of the newly-organized Science

Club. This club, organized to meet the needs of students interested in sciences, plans to affiliate with the Virginia Academy of Science as a junior member. Other officers elected were Elizabeth Schumacher, Harrisburg, Pa., vice-president; Edith Smith, Cismont, secretary; Margaret Newcomb, Formosa, treasurer; Helen Madjeski, Elizabeth City, N. J., chairman of the program committee.

Eight hundred and seventy-five of a possible thousand points were scored by *The Schoolma'am* in the All-American College Critical Service given at the National College Press Association convention in Chicago, October 11-13. The *Schoolma'am* was awarded a first class honor rating as excellent. The 1933-34 annual was edited by Madaline Newbill, of Norfolk. Margaret Smith, Norfolk, was business manager.

The first dance of the season, held in the Big Gym November 10 was a decided success. The largest crowd ever present at a co-ed dance was entertained by the orchestra of Ray Frye and his Virginians.

The Page Literary Society pledged six new members the fall quarter. These are Ruth Manning, Assawoman; Catherine Cartee, Hagerstown, Md.; Margaret Hopkins, St. Michaels, Md.; Joyce Rieley, Troutville; Louise Cloud, Leesburg; Ann Wood, Richmond.

The Lee Literary Society initiates for the fall quarter are Evelyn Pugh, Edom; A. Glenn Darden, Holland; Margaret Shank, Harrisonburg; Luemma Phipps, Galax; Eugenia Trainum, Meltons; Annie Cox, Baywood; Polly Stephenson, Norfolk; Frances Jolly, Holland; Eleanor Taylor, Ridgely, Md.

The fall pledges of Lanier are Katherine Beale, Holland; Mary Knight, Norfolk; Janie Miner, Meridian, Miss.; Marjorie Baptiste, Boydtown; Mimi Hutchinson, Portsmouth.

The annual bazaar, sponsored by the *Schoolma'am*, was held in the Big Gym

Saturday evening, November 17. An added attraction of this year's program was the entertainment furnished by Ray Frye and his orchestra. First prize for the best stunt was won by the Senior class.

Sixteen new Debating Club members chosen this fall are Gertrude Ashenfelter, Edinburg; Eleanor Bobbitt, Reisterstown, Md.; Virginia Byers, Harrisonburg; Evelyn Hughes, Harrisonburg; Mary Cox, Independence; Rosamond Wiley, Independence; Virginia Duncan, Chilhowie; Elsie Graybill, Beuna Vista; Dot Gillen, Long Island, N. Y.; Doris Miller, Arlington; Ellen Moran, Staten Island, N. Y.; Margaret Regan, Montclair, N. J.; Ava Lee Sewell, Lake; Lorene Thomas, Petersburg; Alva Rice, Glencarlyn; Martha Way, Kenova, W. Va.

The New English Singers, an organization of three men and three women, are booked as a feature of the Lyceum course on December 13. They will present a program of madrigals, canzonets, ballets, carols, motets, and folk songs.

Photographs for the 1934-5 annual were taken by the André Studio of Staunton during the week of November 12. Members of the senior class are wearing white drapes for class pictures in this year's annual.

Henrietta Manson and Frances Jolly, president and vice-president of Student Government, spent last week-end at Hollins College, where they attended an informal meeting of student government officials from four of Virginia's women's colleges.

Eight new reporters have been added to the *Breeze* staff. They are Evelyn Hunt, Penn Yan, N. Y.; Genevieve Stone, Penn Yan, N. Y.; Dolores Phalen, Harrisonburg; Lena Mundy, Harrisonburg; Peggy Byer, Hagerstown, Md.; Elizabeth Strange, Richmond; Ruth Warner, Hamilton; Helen MacMillan, Bel Air, Md.

One hundred and ten girls are practicing for the class hockey season which the Sophomores will open in a tilt with the Juniors

on December 4. Other class games scheduled are Freshmen vs. Seniors, December 5; Sophomores vs. Seniors, December 6; Freshmen vs. Juniors, December 7; Juniors vs. Seniors, December 8.

Recent chapel speakers include Lieutenant Chas. W. Caulkins, chaplain of the Masanuttan Civilian Conservation Corps, who declared that the C. C. C. is a "major American experiment, the chief aim being to segregate young men who were social liabilities and thus help to solve a national social problem"; Professor John N. McIlwraith, who spoke on the Political, Social, and Economic Changes in Public Education. He stressed the fact that education must place emphasis on social responsibility.

Eight students attended the seventeenth annual conference of the Student Section of the American Country Life Association held in Washington, D. C., November 16-19. These were Eleanor Ziegler, Alexandria; Madaline Blair, Chatham; Mary L. Dovel, Harrisonburg; Agnes Mason, Bas-kerville; Mary Cox, Independence; Lennis Moyers, Alexandria; Helen Sherman, Alexandria; Genevieve Miller, Broadway.

ALUMNAE NOTES

WHERE SOME OF LAST SESSION'S
TWO-YEAR GRADUATES ARE NOW
JUNE GRADUATES

Curriculum I—Primary-Kindergarten

Frances Barrett—Primary teacher, Campbell County.

Mary Lucretia Belote—Primary teacher, Norfolk County.

Frankie John Clore—Teacher in Etlan Graded School, Madison County.

Katherine Glenn—Primary teacher, Sharon School, Alleghany County.

Mary Grogan—Teacher of third and fourth grades, Claudville, Va.

Virginia Hill—Rural school teacher, Prince William County.

Dorothy Lee Parker—Third grade teacher, Hebron School, Staunton, Va.

Anne R. Ralston—Teacher of English

and reading in fourth, fifth, and sixth grades, Progress Graded School, Pa.

Elizabeth Ramsey—Elementary teacher, Sydnorsville, Virginia.

Rachel Roller—Rural school teacher, Rockingham County.

Evelyn Scott—Rural school teacher, Rocky Mount, Va.

Pauline Slaughter—Rural school teacher, Warren County.

Ruth Starling—Employed at Western State Hospital, Staunton, Va.

Mary E. Thompson—Primary teacher, Boyce, Virginia.

Curriculum II—Grammar Grade

Lucille Bass—Rural school teacher, Halifax County.

Frances Brumback—Rural school teacher, Shenandoah County.

Hilda Rose Bryant—Rural school teacher, Pittsylvania County.

Mildred Clements—Grammar grade teacher, Ashland, Va.

Margaret Clemmer—Rural school teacher, Rockbridge County.

Sarah Coleman—Rural school teacher, Rockbridge County.

Marguerite Crider—Rural school teacher, Page County.

Helen Crouch—Rural school teacher, Loudoun County.

Margaret Dorset—Teacher of third and fourth grades, Summerhill, Chesterfield County.

Anna Dugger—Primary teacher, Markham School, Fauquier County.

Evelyn Eckhardt—Rural school teacher, Shenandoah County.

Elizabeth Fisher—Rural school teacher, Tazewell County.

Frances Forney—Primary teacher, Winchester, Va.

Mary E. Glover—Elementary teacher, Charleston, W. Va.

Ruby Halstead—Teacher of third and fourth grades, Charity School, Princess Anne County.

DIRECTORY OF STUDENT OFFICERS

FALL QUARTER, 1934-35

STUDENT GOVERNMENT ASSOCIATION

Henrietta Manson, Lottsburg, president; Frances Jolly, Holland, vice-president; Billye Milnes, Rippon, W. Va., secretary; Alma Fultz, Butterworth, recorder of points.

Y. W. C. A.

Mary Page Barnes, Amelia, president; Eleanor B. Cook, Charleston, W. Va., vice-president; Elizabeth Thweatt, Petersburg, secretary; Frances Wells, Suffolk, treasurer.

ATHLETIC ASSOCIATION

Julia Courter, Amelia, president; Hattie Courter, Amelia, business manager.

PUBLICATIONS

The Schoolma'am: Ruth Shular, East Stone Gap, editor-in-chief; Mary Blankinship, Clifton Forge, business manager.

The Breeze: Eugenia Trainum, Meltons, editor-in-chief; Dorothy Lipscomb, Richmond, business manager.

SOCIETIES

Kappa Delta Pi: Mary VanLandingham, Petersburg, president; Joyce Rieley, Troutville, vice-president; Frances Pigg, Washington, D. C., recording-secretary; Mary Bradley Jones, Luray, corresponding secretary; Louise Golladay, Quickburg, treasurer; Marian Smith, Norwood, Pa., historian; Kay Carpenter, Norfolk, reporter.

Scribblers: Clyde Hellen Shuler, Broadway, chief scribe.

Stratford Dramatic Club: Gene Averett, Lynchburg, president; Virginia Bean, Cumberland, Md., vice-president; Virginia Cox, Woodlawn, secretary; Elizabeth Buie, Lake City, Florida, treasurer.

Lee Literary Society: Frances Wells, Suffolk, president; Hattie Courter, Amelia, vice-president; Virginia Cox, Woodlawn, secretary; Nancy Turner, Norfolk, treasurer; Margaret Shank, Harrisonburg, critic; Elizabeth Thweatt, Petersburg, chairman of the program committee; Melva Burnette, Leesville, sergeant-at-arms.

Lanier Literary Society: Alyce Geiger, Los Angeles, Calif., president; Ruth Horton, Roanoke, vice-president; Martha Saunders, Richmond, secretary; Katherine Burnette, Leesburg, treasurer; Grace Mayo, Portsmouth, sergeant-at-arms; Rosamond Wiley, Independence, critic; Dorothy Beach, Norfolk, chairman of the program committee.

Page Literary Society: Frances Pigg, Washington, D. C., president; Margaret Newcomb, Formosa, vice-president; Lucy Clarke, Catalpa, secretary; Virginia Hisey, Edinburg, treasurer; Eleanor Cook, Charleston, W. Va., critic.

Alpha Literary Society: Charleva Crichton, Hampton, president; Mary Elizabeth Deaver, Lexington, secretary.

Æolian Music Club: Josephine R. Miller, Woodstock, president; Daisy Mae Gifford, Harrisonburg, vice-president; Josephine L. Miller, Port Republic, secretary; Emma Dunbar, Dunbar, W. Va., treasurer; Inez Graybeal, Christiansburg, business manager; Catherine Matthews, Cambridge, Md., chairman of the program committee.

Glee Club: Mary Elizabeth Deaver, Lexington, president; Luemma Phipps, Galax, vice-president; Martha Ann Sheffler, Beckley, W. Va., secretary; Inez Graybeal, Christiansburg, business manager; Lois Meeks, Baltimore, Md., librarian.

Frances Sale Club: Eleanor Ziegler, Alexandria, president; Lucille Smiley, Roanoke, vice-president; Roberta Jones, Fork Union, secretary; Geraldine Potts, Roundhill, treasurer; Annie Williams, Norfolk, chairman of the program committee.

Cotillion Club: Kathleen Carpenter, Norfolk, president; Florence Holland, Eastville, vice-president; Douglas MacDonald, Scotts, N. C., secretary; Mary Vernon Montgomery, Baskerville, treasurer; Virginia Bean, Cumberland, Md., business manager; Marjorie Baptiste, South Hill, sergeant-at-arms.

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Debating Club: Ellen Eastham, Harrisonburg, president; Margaret Hopkins, St. Michaels, Md., vice-president; Sylvia Kamsky, Richmond, secretary; Patsy Campbell, Enfield, treasurer; Helen Madjeski, Elizabeth City, N. J., debate manager.

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Sesame Club: Grace Madden, New Market, president; Anna Andes, Harrisonburg, vice-president; Elizabeth Lambert, Harrisonburg, secretary; Lucille Fawley, Harrisonburg, treasurer; Samuella Crim, New Market, sergeant-at-arms.

Science Club: Lucy Clarke, Catalpa, president; Elizabeth Schumacher, Harrisburg, Pa., vice-president; Edith Smith, Cismont, secretary; Margaret Newcomb, Formosa, treasurer; Helen Madjeski, Elizabeth City, N. J., chairman of the program committee.

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Freshman: Genevieve Stone, Penn Yan, N. Y., president; Marian Sampson, Gordonsville, vice-president; Doris Stone, Penn Yan, N. Y., secretary; Mary Martha Cannon, Norfolk, treasurer; Helen MacMillan, Bel Air, Md., business manager; Evelyn Vaughan, Lynchburg, sergeant-at-arms.

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